**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_7th LA \_\_\_ **Grade/Course:** \_\_\_\_7th\_\_\_\_\_ **Date:** \_Day One\_\_\_

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| **Unit Title: Two Sides of Every Story** | | **Corresponding Unit Task: This is my story Part II** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | |  | | --- | | **Unit Vocabulary** | | **Civil Rights Movement-** <http://dictionary.reference.com/browse/civil+rights+movement?s=t>  **Vietnam War**- <http://dictionary.reference.com/browse/vietnam+war?s=t>  **Simile-**A comparison between two unlike things using a word such as like or as  **Metaphor-**A comparison between two unlike things in which one thing becomes another thing.  **Onomatopoeia-**The use of a word whose sound imitates or suggests its meaning.  **Audience-**the person or group for whom a selection is written or performed  **Bibliographic information-**sources consulted by a writer while conducting research  **Compare/Contrast Writing-**expository writing that describes similarities and differences between two or more subjects in order to achieve a specific purpose.  **Credible Source-**a source that is worthy of confidence or belief  **Historical Account-**a written work containing text based on history  **Key Event-**the single most important event in a narrative piece  **Poem/Poetry-**a composition written in verse that often uses rhythm and/or rhyme  \*Definitions taken from *Holt Elements of Literature* 2006 and *Mentoring Mind Common Core* flip chart | | |
| **Materials/Resources** | Laptop, projector, websites, literature book, short stories, etc…. | |

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| **Activating Strategy/ Bell Ringer** | Review graphic organizers from previous week |
| **Balanced Literacy Components Addressed:**  X Reading  X Writing   * Word Study   X Speaking & Listening  **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9**  **RI 7.9**  **SL 7.2**  **L 7.6**  **W.7.2 A-F**  **I Can Statements:**  **I can write a compare/contrast essay about the lives of two historical figures.**  **Instructional Plan:**   1. Nelson Mandela PowerPoint with notes taken by students. 2. Read “Long Walk to Freedom” by Nelson Mandela (Pg. 847-850) in Guided Reading groups and complete the questions in the margins. 3. Complete the chart on pg. 852 for Nelson Mandela. (Students completed the Rosa Parks column last week.) (Note for teacher: Put categories on the board like last week.) |
| **Closing/Summarizing Strategy** | 60 second wrap-up…students take 60 seconds to create a word web about Civil Rights. |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Rosa Parks clearly broke the law when she refused to give up her seat on the bus for a white person. As educators, we teach citizenship to students. Laws are made to benefit society and should be followed by all. In the case of Parks, your students will likely agree that the law was unjust and her actions were justified.  Ask your students to make believe that the year is 1955 and they just heard about the arrest of Parks. Invite them to write newspaper editorials explaining their points of view about the current segregation laws in Montgomery, Alabama. | Students will be given more information about Nelson Mandela and will be show a video clip below:  <https://webmail.gcsnc.com/owa/redir.aspx?C=7ba1c495e39c475c941f11992201e628&URL=http%3a%2f%2fwww.nelsonmandela.org%2fmultimedia%2fentry%2fnelson-mandelas-life-story-documentary> | Continue to work on vocabulary from the Unit and any unfamiliar vocabulary from the story. |
| **Assessment(s)** | 60 second wrap-up | | |
| **Reflection** |  | | |